

Assessing Effective Teacher Practices

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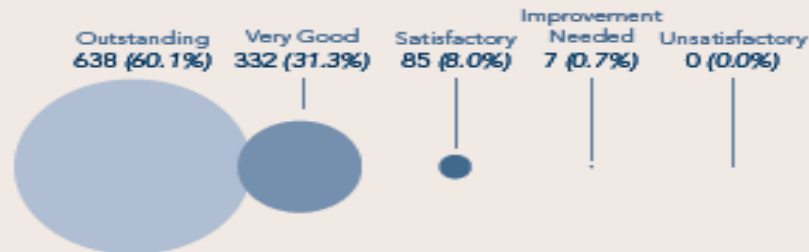
The Changing Landscape for Teacher Evaluation

- The “Widget Effect” report
- The RTTT competition
- New state legislation

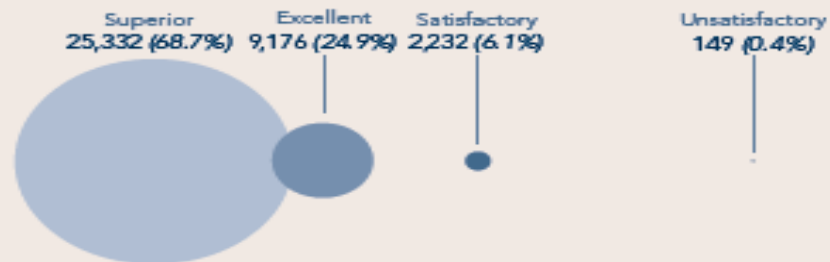
Lake Wobegon

FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08

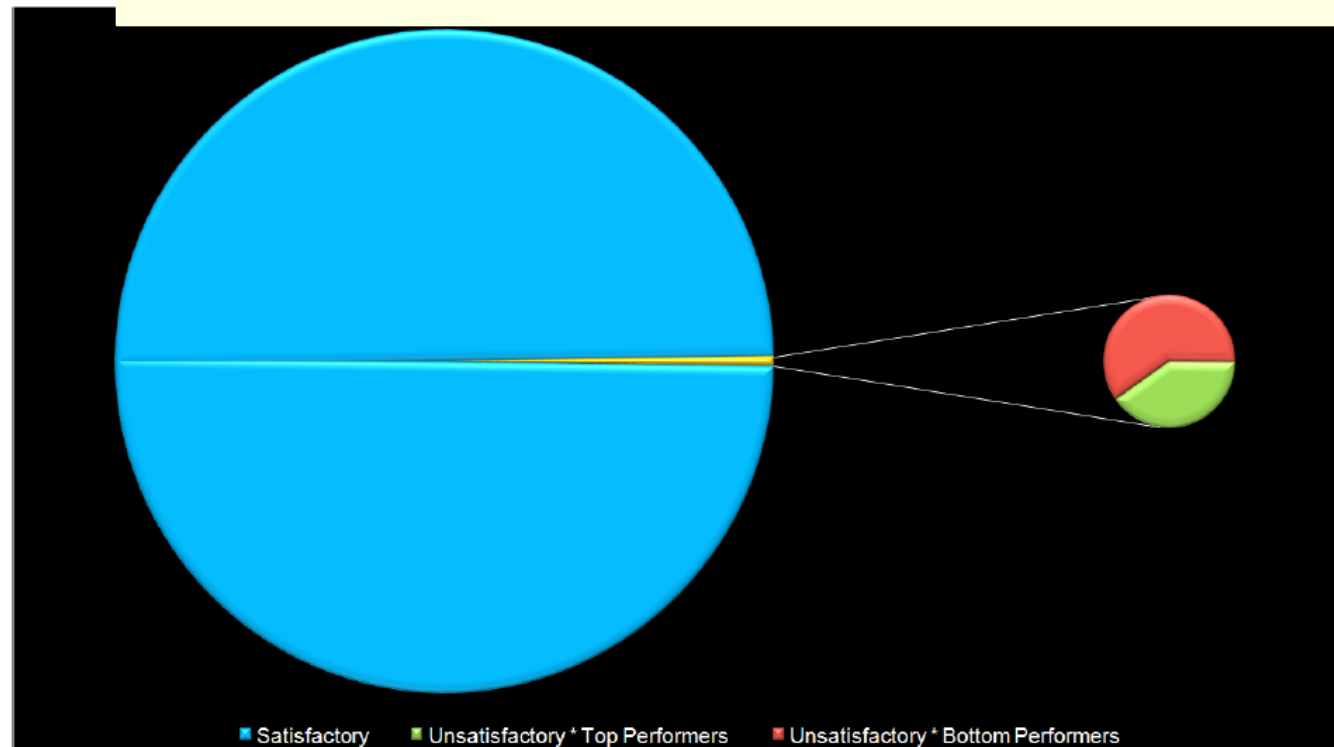


CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



A Question of Fairness

Performance Evaluation in Los Angeles Unified 2008

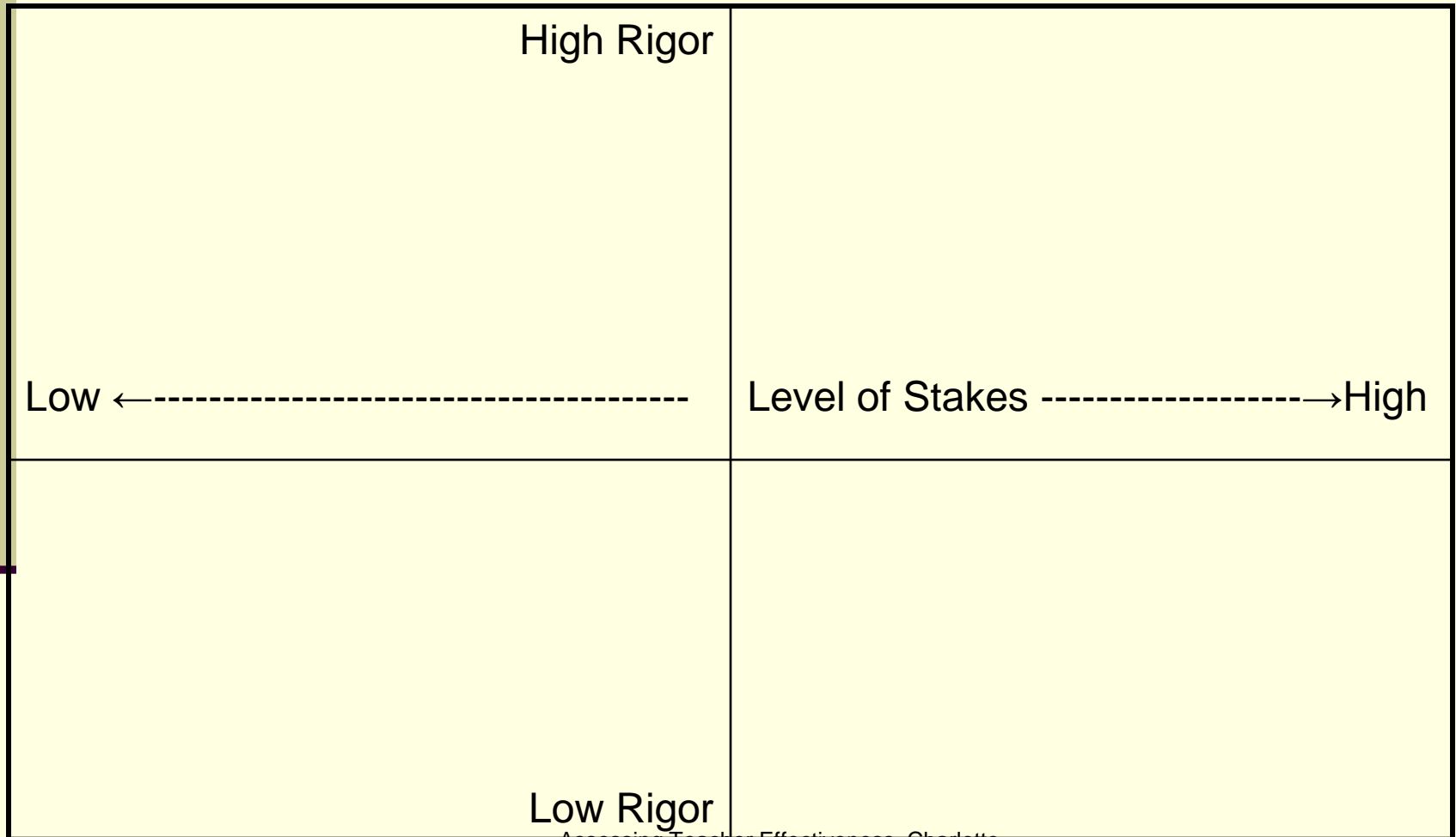


Teacher Hiring, Transfer and Evaluation in Los Angeles Unified School District, The New Teacher Project, November 2009

Why Assess Teacher Effectiveness?

- Quality Assurance
- Promote professional Learning

Teacher Evaluation System Design



Teacher Evaluation System Design



Defining Effective Teaching

Two basic approaches:

- Teacher practices, that is, what teachers *do*, how well they do the work of teaching
- Results, that is, what teachers *accomplish*, typically how well their students learn

A System for Teacher Evaluation

- Clear definition of teaching (the “what”)
- Instruments and procedures that provide evidence of teaching (the “how”)
- Trained evaluators who can make accurate and consistent judgments based on evidence
- Professional development for teachers to understand the evaluative criteria
- Process for making final judgment

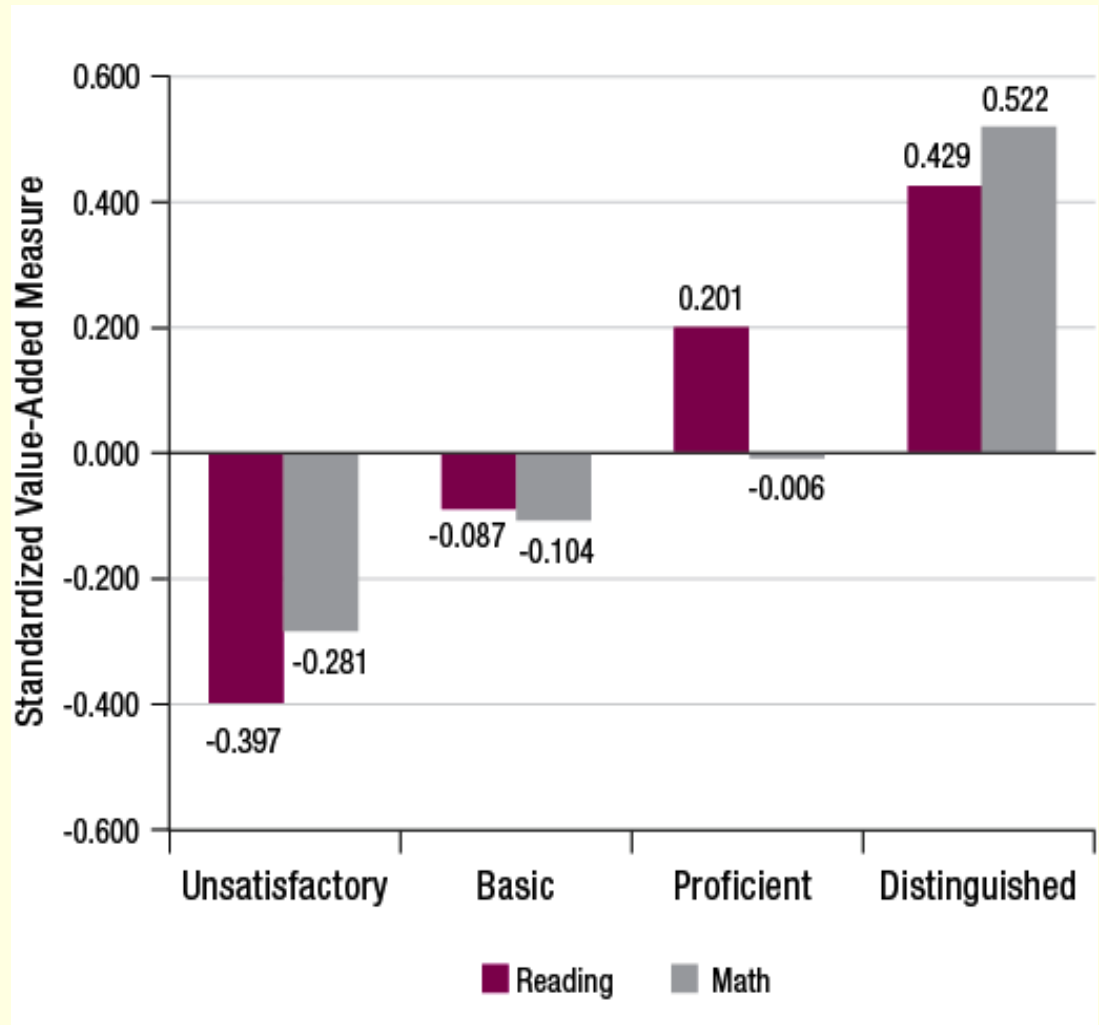
Components Needed for a Defensible System for Classroom Observation

- Validated instrument

There is a strong relationship between observation ratings and VAM (CCSR)

Results:

- Ratings explained a significant portion of variation in VAM in reading and math
- Relationship stronger in reading than in math
- Teachers with high observation ratings had high VAMs (and vice-versa)



Components Needed for a System for Classroom Observation

- Validated instrument
- Process to train and certify observers
- Software tools for observers that enable them to observe teaching and capture evidence
- Formulae to “roll up” observation ratings into an overall score

The Complexity of Teaching

“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*

Defining What Teachers *Do* The Four Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching

Second Edition

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Figure 4.2b

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT
 Elements:
 Teacher interaction with students • Student interaction *with one another*

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student Interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Features of The Framework for Teaching

- Comprehensive
- Public
- Research-based
- Validated
- Generic
- Independent of any particular teaching methodology

The Nature of Professional Learning

- Trust
- Self-assessment
- Reflection on practice
- Professional conversation
- A community of learners

What is the evidence?

Questioning and Discussion

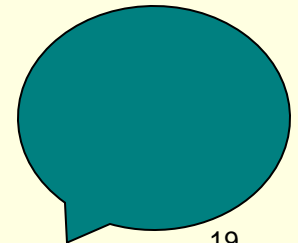
Respect and Rapport

Evidence

- Accurate and unbiased
- Relevant
- Representative of the total

Interpretation

Judgment



Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Figure 4.2b

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Uses of The Framework for Teaching

- Teacher preparation
- Supervising student teachers
- Teacher recruitment and hiring
- Mentoring beginning teachers
- Structuring professional development
- Evaluating teacher performance

Benefits of *Any* Framework for Teaching

- Common language
- Development of shared understandings
- Self-assessment and reflection on practice
- Structured professional conversation

Procedures for Evaluating Teacher Practices

- Observations of practice
- Conferences
- Samples of student work, with analysis
- Teacher artifacts

Challenges in Implementing Robust Teacher Evaluation Systems

- Clearly defining good teaching
- Building understanding and consensus on the description of good teaching
- Developing instruments and procedures to capture evidence of practice
- Training (and certifying?) evaluators
- Structuring schedules to permit time for professional conversation

Summary

- Both teacher practices and results of teaching are important indicators of teacher effectiveness
- Both approaches pose formidable technical and psychometric challenges
- Both must be highly evolved before they are used for high-stakes personnel decisions
- When done well, both can yield significant benefits in enhancing capacity